Evaluation

Participants examine the procedures for creating a logic model and planning evaluations.

approximate time: 3 hours

Sources

Some information for this section was adapted from the following sources:

1. *The Community Toolbox*, http://ctb.lsi.ukans.edu, University of Kansas Work Group on Health Promotion and Community Development
2. *Program Development and Evaluation Guide*, University of Wisconsin Cooperative Extension System
3. *Prevention Plus III*, Linney, J. & Wandersman, A. (1991), Office of Substance Abuse Prevention.
4. *W. K. Kellogg Foundation Evaluation Handbook* (1998).

Learning Objectives

Participants will be able to:

- understand the benefits of and design a logic model
- understand the different purposes of evaluation
- use the guidelines for focusing the evaluation plan on priority questions
- identify circumstances for which external evaluation consultants may be needed

Materials and Preparation

Be ready to use the following information and work sheets:

- **Benefits of a Logic Model**
- **Blank Logic Model**
- **Designing a Logic Model**
- **Examples of Logic Model Descriptions**
- **Definitions**
- **Process, Outcome or Impact**
- **Sample Logic Model**
- **Examples of Evaluation Questions from Hypothetical Logic Models**
- **Pros and Cons of Internal and External Evaluation**
- **Skills and Characteristics Needed in Varying Evaluation Situations**
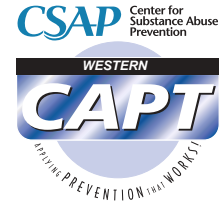
Benefits of a Logic Model

Building a logic model provides the following benefits:

1. A logic model develops understanding. It helps build understanding, if not consensus, about what the program is, what it's expected to do and what measures of success will be used.

2. A logic model helps to monitor progress. It provides a plan against which you can keep track of changes so that successes can be replicated and mistakes avoided.

3. A logic model serves as an evaluation framework. It makes it possible to identify appropriate evaluation questions and relevant data that are needed.

4. A logic model helps to bare assumptions. It helps program planners be more deliberate about what they're doing and identifies assumptions that may need validating.

5. A logic model helps to restrain over-promising. It helps program planners and others realize the limits and potential of any one program.

6. A logic model promotes communications. It creates a simple communication piece useful in portraying and marketing your program to others.

WORK SHEET

Blank Logic Model

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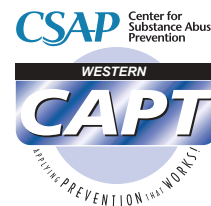WESTERN CAPT
APPLYING PREVENTION that WORKS!
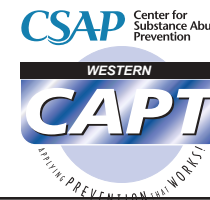
| A. In order to address the level of this risk or protective factor (goals): (Steps 2, 3 & 4)	B. We will do the following program activities (strategies–who, what, where and how much): (Step 6)	C. For these people and for this amount of time (target group): (Step 5)	D. We expect that this activity will lead to changes in these factors, _____, which in turn will lead to our program goal ("if–then" statement):	E. We will know these changes have occurred if (short-term outcomes):	F. We will know we are reaching our goals if (long-term impacts):
1. Logic Model:					

WORK SHEET

2. Evaluation Questions:					
3. Measures and Sources:					

Designing a Logic Model

A. **What are the risk and protective factors to be addressed?** (the goals)
    The first thing you will need to know is what risk and protective factors you plan to address.
    If you've done a needs assessment, prioritized your needs and identified resources, you should
    have a good idea about the goals that are important for your program to address (steps 2, 3 & 4).

B. **What services and activities will be provided?** (the strategies)
    What are the activities involved in your program? That is, what will you actually be doing? It's very
    important to specify what activities you plan to do; a program that isn't implemented in the way that
    it's planned isn't likely to lead to the expected program outcomes. Also, specify when the activities
    will be implemented and how much (step 6).

C. **Who will participate in or be influenced by the program?** (the target group)
    To whom is the program being delivered? That is, who is the recipient of your program or whom
    do you expect to be influenced by your activities? You should also know whether the strategy you've
    chosen is for universal, selective or indicated populations (step 5).

D. **How will these activities lead to expected outcomes?** (the "if–then" statement)
    Identify the assumptions underlying your program. That is, think about why and how program
    activities are expected to lead to the desired outcomes. A very common problem in prevention
    programs is when program activities and strategies that are chosen don't lead logically to the goals
    or outcomes that the program would like to achieve. That's why we recommend thinking through
    the assumptions of why and how you expect your program to lead to the desired changes. What
    are the steps that turn inputs into outputs into outcomes?

E. **What immediate changes are expected for individuals, organizations or communities?**
    (the short-term outcomes)
    Short-term outcomes are the immediate program effects that you expect to achieve. For example, a
    life skills training program is expected to show an increase in students' problem-solving skills when
    the program is completed.

F. **What changes would the program ultimately like to create?** (the long-term impacts)
    Long-term impacts, on the other hand, are the long-term or ultimate effects from the program. Let's
    follow our life skills training program example one step further. We attempt to increase students'
    problem-solving skills, the immediate outcome, because we believe that these increased skills will
    ultimately help to prevent or reduce student drug use, the long-term impact. However, research
    shows us that many factors (e.g. knowledge, skills, attitudes, behavior, policy) must change and
    much time must pass before we can detect any changes in the ultimate impact on drug use.
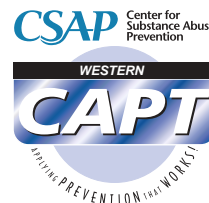
Examples of Logic Model Descriptions

Descriptions for Risk/Protective Factors

A. Environmental Strategy: "Counter Advertising" Hypothetical Logic Model
- Community laws and norms
- Favorable attitudes towards drug use

A. Problem-Identification & Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model
- Friends involved in problem behavior
- Academic failure
- Persistent anti-social behavior
- School bonding

Logic Model Descriptions for Program Activities

B. "Counter-Advertising" Hypothetical Logic Model
- Develop radio and television advertisements to air during after-school times.
- Develop billboards to locate in the community.
- Place advertisements in youth-oriented magazines.

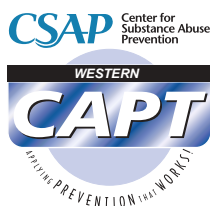**B. Problem Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model**
- Personal Growth classes will be held daily taught by school counselors. One course will be offered per grade. Classes will include exercises to enhance self-esteem, teach positive decision making and social skills and communication skills. We will obtain teaching materials from the program designers.
- Also, weekly Friday evening movie hours will be held that include students in Personal Growth classes and for any students interested in drug-free activities. Students will watch and discuss movies showing positive teen-age role models.
- Individual counseling will be available to students who request it.

Descriptions for Target Groups

C. Environmental Strategy: "Counter Advertising" Hypothetical Logic Model
Estimates an unspecified number of children and adolescents who see ads:
- TV ad run in 3000 local homes daily
- magazine circulates once per month to 500 area youth
- billboards will be seen by up to 1000 children daily
- campaign will run for three months

C. Problem-Identification & Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model

Eligible students in High School A (9-12 grades) include all those who show signs of poor school achievement as evidenced by one or more of the following:

- D grades or lower in 2 or more classes
- missing more than 7 days of school in a month
- referral for behavior problems

These students will attend one semester of a Personal Growth class, attend weekly social events and receive counseling as needed.

Estimate: 50 youth will be served in each grade.

Descriptions for "if-then" statements

D. Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model

If a counter-advertising campaign is implemented, then a change will be seen in children and adolescents belief that smoking is not "cool." If youth believe that smoking is not "cool," then the norms among children and adolescents regarding tobacco use will change. If the norms among children and adolescents regarding tobacco use change to "not cool," then they will smoke less.

D. Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model

If classes and counseling sessions are implemented, then youth's self-esteem, social skills and communication skills improve. If youth's self-esteem, social skills and communication skills improve, then students will feel better about themselves. If students feel better about themselves, then they will have more positive attitudes toward school. If students have more positive attitudes toward school, then students will have more motivation to complete school work. If students complete more school work, then they will be less likely to be involved in problem behaviors.
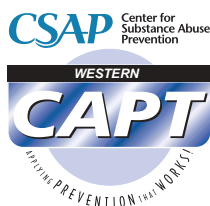
Descriptions for Short-Term Outcomes

E. Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model

- More children and adolescents report that most of their peers don't smoke and that smoking isn't "cool."
- More children and adolescents report that smoking tobacco is not a positive behavior.
- Heightened awareness of tobacco industry advertising tactics.

E. Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model

- Students show increased self-esteem, communication skills and social skills.
- Students report fewer friends who use ATOD.
- Students report having more positive peer role models.
- Students feel stronger motivation and commitment to school.

Descriptions for Long-Term Impacts

F. Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model

- Rates of tobacco smoking decline among children and youth.

F. Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model

- Reductions in ATOD use.
- Improved school performance.
- Improved school attendance rates.
- Reduced drop-out rate.

INFO SHEET

Definitions

Process Evaluation

Process evaluation is done for the purpose of documenting program implementation. Process evaluation is also sometimes called "monitoring," and is usually done for the sole purpose of documenting whether a program is being implemented as planned.
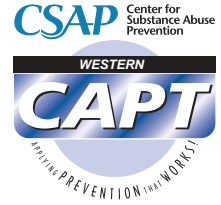
Outcome Evaluation

Outcome evaluation is done for the purpose of assessing the immediate changes that are expected for the individuals, organizations and/or communities involved.

Impact Evaluation

Impact evaluation is done for the purpose of learning whether the program "works." Impact evaluations, sometimes also called "summative" evaluations, are focused on demonstrated program outcomes only (although outcome evaluation is often done in tandem with impact evaluation).
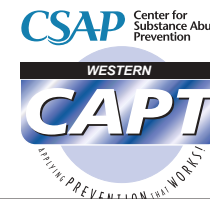
Process, Outcome or Impact?

Assign the appropriate evaluation classification—process, outcome or impact—to each of the following examples of evaluation questions for substance abuse prevention programs:

	PROCESS	OUTCOME	IMPACT
1. Did family management skills increase?			
2. How many individuals attended the training?			
3. Was the curriculum implemented completely, as it was intended?			
4. How many participant youth used alcohol one year after the end of the program?			
5. Did the program lead to a change in participants' attitudes toward the harmful effects of using tobacco?			
6. Did the students who were referred to the program actually participate in the program?			
7. Did participants' grades improve by the end of the program?			

INFORMATION SHEET

Sample Logic Model

A. Goals	B. Strategies	C. Target Group	D. If–Then Statement	E. Short-term Outcomes	F. Long-term Impacts
Reducing academic failure	Tutoring: 3 hours per week for one school year; 50 students	Children in grades 1-3 at the local elementary school who are struggling academically (identified by teachers)	If tutoring is offered to students having academic problems, then students will have the opportunity to improve their academic skills. If the students take the opportunity, then they will improve their academic skills. If they improve their academic skills, then they will not fail in school. If they don't fail in school, then they are less likely to abuse alcohol, tobacco and other drugs.	Participants' grades improve; participants move to next grade level on time	Participants do not begin using alcohol, tobacco and other drugs within 3 years after participating in the program
Was academic failure reduced in the target population?	Did 50 students participate in a tutoring program for 3 hours per week for one school year?	Were the participants' children grades 1-3 who were struggling academically?	Did students who were selected for the program participate? Did the students' reading skills improve?	Did participants' grades improve? Did participants move on to the next grade?	Did participants use tobacco, alcohol and other drugs within 3 years of the end of the program?
See column E	Program records from the tutoring program coordinator	Program records from the tutoring program coordinator	Program records from the tutoring program coordinator and surveys of the student participants	Existing database at school	Surveys conducted with the student participants

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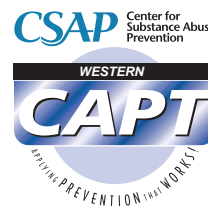
Examples of Evaluation Questions from Hypothetical Logic Models

Evaluation Questions for Program Activities

B. Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model
- How many radio and TV ads were aired?
- How many billboards were posted?
- How many advertisements were placed in magazines?

B. Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model
- How many students attended each class?
- How many classes, on average, did each student attend?
- Did the teachers implement the curriculum as intended?
- How many students attended the movie social hours? How many of these were also attending the Personal Growth classes?
- How many students requested counseling? How many received counseling?

Evaluation Questions for Target Groups

C. Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model
- How many youth saw the advertisements and billboards?
- How often did they see them?

C. Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model
- How many students were referred to the program?
- Did the referred students meet the eligibility requirements? If not, how were decisions made to refer them to the program?

Evaluation Questions for "if-then" Statements

D. Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model
- Did youth understand the content of the ads?
- Do youth remember the content of the ads?
- Was the correct message conveyed about norms?
- Which type of advertisement do youth think is most effective in conveying the message?

D. Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model
- How do students react to the curriculum? Do they see the classes as helpful?

- Do students feel the Personal Growth curriculum helps them to be more motivated about school?
- Do students understand the movies shown during the social hours? Do they understand the messages conveyed by the movies?
- Do youth who aren't part of the Personal Growth Classes attend the movies? Do they socialize with the other students?

Evaluation Questions for Short-Term Outcomes

E.   Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model
- Did the advertisements lead to changes in youths' perceptions of norms?
- Do youth who are exposed to the ads see smoking as more dangerous and less "cool"?
- Are youth more aware of the advertising tactics of the tobacco industry?

E.   Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model
- Do students participating in the classes show increased self-esteem, self-confidence and motivation for school?
- Do students in the program make new friends who are not using?
- Are students in the program more likely to report that they have a positive role model?

Evaluation Questions for Long-Term Impacts

F.   Environmental Strategy: "Counter-Advertising" Hypothetical Logic Model
- Did the program lead to reductions in smoking among youth?

F.   Problem-Identification and Referral Strategy: "Reconnecting Youth" Hypothetical Logic Model
- Does the program lead to reductions in ATOD use?
- Does the program lead to improved school performance?
- Does the program lead to improved school attendance rates?
- Does the program lead to reduced drop-out rates?

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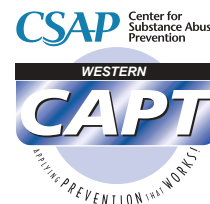
Pros and Cons of Internal and External Evaluation

	Internal Evaluation	External Evaluation
Objectivity	can be perceived as being less objective	usually perceived as being more objective about the program because of lower level of direct connection with the program
Credibility	can be seen as less credible due to lack of evaluation expertise	usually perceived as more credible, provided sufficient time is taken to understand program functioning
Skills	skilled and knowledgeable about program functioning	skilled and knowledgeable about evaluation
Usefulness	information produced may be more useful because of familiarity with the program	information produced may be less useful because of lack of familiarity with the program.
Success	may be more successful in getting support from other program staff for evaluation	may be less successful in getting support from other program staff for evaluation
Cost	less expensive	more expensive
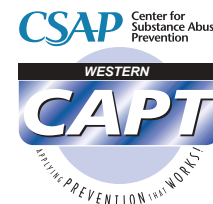
Skills and Characteristics Needed in Varying Evaluation Situations

Program Situation	Challenge	Evaluator Skills to Look For
controversy over the program and how to evaluate it	facilitating different points of view	• conflict resolutions skills • team-building skills • neutrality and objectivity
highly visible program	dealing with publicity, reporting findings in a political environment	• public presentation skills • experience with media and politicians • credible reputation and experience
flexible, highly dynamic program	adapting to rapid changes in context, issues, focus	• tolerance for ambiguity • flexibility • skills in qualitative methods • quick learner
collaborative program (team effort)	managing people	• team-building skills • ability to focus and direct progress • experience in participatory evaluation